



Grades 11 & 12 Business Law Curriculum

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born on date: February 15, 2018

Content Area:	Business Law	Grade(s)11-12
Unit Plan Title:	Unit 1: The Law and the Courts	
Overview/Rationale (Describe and Justify)		
<p>This unit will give an introduction to the law and the courts operate in relation to business, criminal and tort law</p> <ul style="list-style-type: none"> ● The Court System and Trial Procedures ● Crimes and Criminal Justice ● Definition of a Tort 		
Standard(s) Number and Description (Established Goals)		
<p>BUS.9-12.9.4.12.D - [Content Statement] - Legal responsibilities, professional ethics, and codes of conduct affect management practices, business performance, and regulatory compliance, as well as the confidence of customers, business partners, and investors.</p> <p>BUS.9-12.9.4.12.D.50 - [Cumulative Progress Indicator] - Apply ethical reasoning to a variety of situations in order to make ethical decisions</p> <p>BUS.9-12.9.4.12.D.51 - [Cumulative Progress Indicator] - Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.</p> <p>BUS.9-12.9.4.12.D.52 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations.</p> <p>BUS.9-12.9.4.12.D.17 - [Cumulative Progress Indicator] - Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.</p> <p>BUS.9-12.9.4.12.D.18 - [Cumulative Progress Indicator] - Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>BUS.9-12.9.4.12.D.20 - [Cumulative Progress Indicator] - Conduct technical research to gather information necessary for decision-making.</p> <p>BUS.9-12.9.4.12.D.43 - [Cumulative Progress Indicator] - Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>BUS.9-12.9.4.12.D. (2).1 - [Cumulative Progress Indicator] - Demonstrate knowledge of laws and regulations affecting business operations and transactions in order to ensure compliance with industry requirements.</p> <p>BUS.9-12.9.4.12.D. (3).8 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations and transactions.</p> <p>BUS.9-12.9.4.12.D. (5).8 - [Cumulative Progress Indicator] - Explain laws and regulations affecting business operations and transactions in order to ensure compliance with industry requirements.</p> <p>BUS.9-12.9.4.12.D. (6).4 - [Cumulative Progress Indicator] - Demonstrate knowledge of laws and regulations affecting business operations</p>		

and transactions to ensure compliance with industry requirements.

9.3.12. BM.2 - [*Standard Statement*] - Describe laws, rules and regulations as they apply to effective business operations.

9.3.21. BM-MGT.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting business operations and transactions.

9.3.12. BM-HR.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting human resource operations.

9.3.12. BM-OP.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting business operations and transactions.

Technology Standard(s) Number and Description

TECH.8.1.12 - [*Standard*] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A - [*Strand*] - Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.

TECH.8.1.12.A.2 - [*Cumulative Progress Indicator*] - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TEC.9-12.3 - [*Indicator*] - Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.

ITEC.9.4.K- [*Content Statement*] - Technology is used to access, manage, integrate, and disseminate information.

ITEC.9-12.9.4.12.K.24 - [*Cumulative Progress Indicator*] - Employ technological tools to expedite workflow.

ITEC.9-12.9.4.12.K.27 - [*Cumulative Progress Indicator*] - Operate writing and publishing applications to prepare communications.

Interdisciplinary Standard(s) Number and Description

LA.9-10.WHST.9-10.4 - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.WHST.9-10.6 - [*Progress Indicator*] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage

of technology's capacity to link to other information and to display information flexibly and dynamically.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- The importance of the law.
- The parts of the Constitution
- The ways that the courts make law
- The structure of the federal court system
- The common structure of most
- State court systems the common structure of most state court systems

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is law?
- What is the between civil and criminal cases?
- What are the differences between categories of crime?
- What are the differences between penalties for committing felonies and misdemeanors?
- What are different types of business crimes, such as arson, forgery, and embezzlement?
- What is the difference between a tort and a crime?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	a	Critical Thinking and Problem Solving
	Environmental Literacy	e	Creativity and Innovation
	Health Literacy	e	Communication and Collaboration
x	Civic Literacy		Flexibility and Adaptability
x	Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
		e	Social and Cross-Cultural Skills
		a	Productivity and Accountability
			Leadership and Responsibility
		a	Informational Literacy Skills
		a	Media Literacy Skills
		a	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

a	CRP1. Act as a responsible and contributing citizen and employee
a	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
a	CRP4. Communicate clearly and effectively with reason
e	CRP5. Consider the environmental, social and economic impacts of decisions
e	CRP6. Demonstrate creativity and innovation

e	CRP7. Employ valid and reliable research strategies
e	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
e	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
a	CRP11. Use technology to enhance productivity
a	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know....

- *how ethical decisions are made*
- *the parts of the Constitution*
- *the structure of the federal court system*
- *the elements of a crime*
- *the different categories of crime*
- *the difference between a tort and a crime*

Students will be able to (do)...

- *Identify the different ethical character traits*
- *Identify the components of common law*
- *Explain the role of the United States Supreme Court*
- *Explain the differences between categories of crime*
- *Explain the differences between penalties for committing felonies and misdemeanors.*
- *Identify different types of business crimes, such as arson, forgery, and embezzlement*
- *Explain a person's rights and duties in relation to tort law*

Key Vocabulary and Terms:

- law*
- Constitution*
- common law*
- statutory law*

United States Supreme Court

civil lawsuit

felonies

misdemeanors

tort

negligence

proximate cause

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Students will complete documents related to each new area of law they are learning to demonstrate an understanding of the concepts

Other Assessment Measures: (Through what other evidence (E.g. tests, academic prompts, observations, individual research projects, and collaborative projects etc.) will students demonstrate achievement of the desired results?

taught. These types of assessments are:

- *Daily production assignments (Document production assignments are assigned to help students practice each new concept and to build upon others they have already learned) (Modifications: extended time, restate directions)*

- *Research Portfolios (A collection of assignments to demonstrate students understanding and progress throughout the course)(Modifications: extended time, restate directions)*

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

- *Tests (Given to assess student understanding of terms, concepts, and productions) (Modifications: study guides, extended time, restate directions)*

- *Quarterly Benchmarks (Benchmarks are given at the end of each marking period, allowing for an assessment of the knowledge students have gained over that period of time)(Modifications: study guides, extended time, restate directions)*

Teaching and Learning Actions: *(What learning experiences and instruction will enable students to achieve the desired results?)*

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Title</p> <p>Description with Modifications, number of days, etc.</p>
<p>1. <i>Hands-on Production Assignments</i></p>	<p><i>Students are able to practice and demonstrate their understanding of the law and the concepts taught. (Modifications: restate directions, extended time)</i></p>
<p>2. <i>Class Discussion</i></p>	<p><i>Students participate in questions and answer from the teacher or will work with a partner or small groups to discuss and answer questions posed by the teacher related to various concepts.</i></p>
<p>3. <i>Teacher Lecture/Presentations</i></p>	<p><i>New ideas and concepts are presented using PowerPoint. (Modifications: repetition, visual aids)</i></p>
<p>4. <i>Daily Warm-up</i></p>	<p><i>Students are expected to write the answer to a question at the start of each class. Questions are based on prior learning and are used to help determine student understanding of various ideas and concepts.</i></p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Business and Personal Law Glencoe/McGraw-Hill Teacher Produced Handouts Internet Video PowerPoint</p>	

Suggested Time Frame (Days):	September -October 3 weeks
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*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Business Law	Grade(s)11-12
Unit Plan Title:	Unit 2: Contract law	
Overview/Rationale (Describe and Justify)		
<p>This unit will give an introduction to the law and the courts operate in relation to business, criminal and tort law</p> <ul style="list-style-type: none"> ● What is a Contract ● Elements of a Contract ● How to end a Contract 		
Standard(s) Number and Description (Established Goals)		
<p>BUS.9-12.9.4.12.D - [Content Statement] - Legal responsibilities, professional ethics, and codes of conduct affect management practices, business performance, and regulatory compliance, as well as the confidence of customers, business partners, and investors.</p> <p>BUS.9-12.9.4.12.D.50 - [Cumulative Progress Indicator] - Apply ethical reasoning to a variety of situations in order to make ethical decisions</p> <p>BUS.9-12.9.4.12.D.51 - [Cumulative Progress Indicator] - Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.</p> <p>BUS.9-12.9.4.12.D.52 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations.</p> <p>BUS.9-12.9.4.12.D.17 - [Cumulative Progress Indicator] - Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.</p> <p>BUS.9-12.9.4.12.D.18 - [Cumulative Progress Indicator] - Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>BUS.9-12.9.4.12.D.20 - [Cumulative Progress Indicator] - Conduct technical research to gather information necessary for decision-making.</p> <p>BUS.9-12.9.4.12.D.43 - [Cumulative Progress Indicator] - Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>BUS.9-12.9.4.12.D.(2).1 - [Cumulative Progress Indicator] - Demonstrate knowledge of laws and regulations affecting business operations and transactions in order to ensure compliance with industry requirements.</p> <p>BUS.9-12.9.4.12.D.(3).8 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations and transactions.</p> <p>BUS.9-12.9.4.12.D.(5).8 - [Cumulative Progress Indicator] - Explain laws and regulations affecting business operations and transactions in</p>		

order to ensure compliance with industry requirements.

BUS.9-12.9.4.12.D.(6).4 - [Cumulative Progress Indicator] - Demonstrate knowledge of laws and regulations affecting business operations and transactions to ensure compliance with industry requirements.

9.3.12. BM.2 - [Standard Statement] - Describe laws, rules and regulations as they apply to effective business operations.

9.3.21. BM-MGT.1 - [Standard Statement] - Describe and follow laws and regulations affecting business operations and transactions.

9.3.12. BM-HR.1 - [Standard Statement] - Describe and follow laws and regulations affecting human resource operations.

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Technology Standard(s) Number and Description

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Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the importance of the law.
- the parts of a contract
- the different types of contracts
- the structure of specific contracts
- the common structure of most contracts
- how contracts are discharged

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is a contract?
- What is the difference between different types of contracts?
- What are the elements of basic contracts?
- How do you end a contract?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

		Global Awareness	a	Critical Thinking and Problem Solving
		Environmental Literacy	e	Creativity and Innovation
		Health Literacy	e	Communication and Collaboration
	x	Civic Literacy		Flexibility and Adaptability
	x	Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
			e	Social and Cross-Cultural Skills
			a	Productivity and Accountability
				Leadership and Responsibility
			a	Informational Literacy Skills
			a	Media Literacy Skills
			a	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

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a	CRP1. Act as a responsible and contributing citizen and employee
a	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
a	CRP4. Communicate clearly and effectively with reason
e	CRP5. Consider the environmental, social and economic impacts of decisions
e	CRP6. Demonstrate creativity and innovation
e	CRP7. Employ valid and reliable research strategies

e

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

e

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

a

CRP11. Use technology to enhance productivity

a

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know....

- *how ethical decisions are made*
- *the parts of the Constitution*
- *the structure of the federal court system*
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- *the different categories of crime*
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- *Identify the different ethical character traits*
- *Identify the components of common law*
- *Explain the role of the United States Supreme Court*
- *Explain the differences between categories of crime*
- *Explain the differences between penalties for committing felonies and misdemeanors.*
- *Identify different types of business crimes, such as arson, forgery, and embezzlement*
- *Explain a person's rights and duties in relation to tort law*

Key Vocabulary and Terms:

contract

offer

acceptance

express contract

implied contract

bilateral contract

unilateral contract
capacity
ratification
forbearance
promissory estoppel
discharge by agreement
fraud
statute of limitations

Assessment Evidence:

Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)

Students will complete documents related to each new area of law they are learning to demonstrate an understanding of the concepts

Other Assessment Measures: (Through what other evidence (E.g. tests, academic prompts, observations, individual research projects, and collaborative projects etc.) will students demonstrate achievement of the desired results?

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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>1. <i>Hands-on Production Assignments</i></p>	<p><i>Students are able to practice and demonstrate their understanding of the law and the concepts taught. (Modifications: restate directions, extended time)</i></p>
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<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Business and Personal Law Glencoe/McGraw-Hill Teacher Produced Handouts Internet Video PowerPoint</p>	

Suggested Time Frame (Days):	September -October 3 weeks
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Content Area:	Business Law	Grade(s)11-12
Unit Plan Title:	Unit 3: Consumer law	
Overview/Rationale (Describe and Justify)		
<p>This unit will give an introduction to the law and the courts operate in relation to business, consumer law and personal property</p> <ul style="list-style-type: none"> • What is a Consumer law • Elements of personal property and the law • legal issues renting and owning a home 		
Standard(s) Number and Description (Established Goals)		
<p>BUS.9-12.9.4.12.D - [Content Statement] - Legal responsibilities, professional ethics, and codes of conduct affect management practices, business performance, and regulatory compliance, as well as the confidence of customers, business partners, and investors.</p> <p>BUS.9-12.9.4.12.D.50 - [Cumulative Progress Indicator] - Apply ethical reasoning to a variety of situations in order to make ethical decisions</p> <p>BUS.9-12.9.4.12.D.51 - [Cumulative Progress Indicator] - Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.</p> <p>BUS.9-12.9.4.12.D.52 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations.</p> <p>BUS.9-12.9.4.12.D.17 - [Cumulative Progress Indicator] - Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.</p> <p>BUS.9-12.9.4.12.D.18 - [Cumulative Progress Indicator] - Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>BUS.9-12.9.4.12.D.20 - [Cumulative Progress Indicator] - Conduct technical research to gather information necessary for decision-making.</p> <p>BUS.9-12.9.4.12.D.43 - [Cumulative Progress Indicator] - Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>BUS.9-12.9.4.12.D.(2).1 - [Cumulative Progress Indicator] - Demonstrate knowledge of laws and regulations affecting business operations and transactions in order to ensure compliance with industry requirements.</p> <p>BUS.9-12.9.4.12.D.(3).8 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations and transactions.</p> <p>BUS.9-12.9.4.12.D.(5).8 - [Cumulative Progress Indicator] - Explain laws and regulations affecting business operations and transactions in</p>		

order to ensure compliance with industry requirements.

BUS.9-12.9.4.12.D.(6).4 - [*Cumulative Progress Indicator*] - Demonstrate knowledge of laws and regulations affecting business operations and transactions to ensure compliance with industry requirements.

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9.3.12.BM-HR.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting human resource operations.

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Interdisciplinary Standard(s) Number and Description

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Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the importance of the law.
- the consumer law and contracts
- the legal issues of a warranty
- the meaning of personal and intellectual property
- the common structure of most patents, copyrights and trademarks

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is the relationship between consumer law contracts?
- What is the legal definition of personal property
- What are warranties?
- What are the legal issues of renting and owning a home?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

		Global Awareness	a	Critical Thinking and Problem Solving
		Environmental Literacy	e	Creativity and Innovation
		Health Literacy	e	Communication and Collaboration
	x	Civic Literacy		Flexibility and Adaptability
	x	Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
			e	Social and Cross-Cultural Skills
			a	Productivity and Accountability
				Leadership and Responsibility
			a	Informational Literacy Skills
			a	Media Literacy Skills
			a	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

a	CRP1. Act as a responsible and contributing citizen and employee
a	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
a	CRP4. Communicate clearly and effectively with reason
e	CRP5. Consider the environmental, social and economic impacts of decisions
e	CRP6. Demonstrate creativity and innovation
e	CRP7. Employ valid and reliable research strategies

e

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

e

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

a

CRP11. Use technology to enhance productivity

a

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know....

- *how ethical decisions are made*
- *the parts of a warrant*
- *the structure of the federal court system*
- *the elements of a crime*
- *the different categories of crime*
- *the difference between copyright and trademark*

Students will be able to (do)...

- *Identify the different ethical character traits*
- *Identify the components personal property laws*
- *Explain the role of the courts involving personal property*
- *Explain the differences between categories of intellectual property*
- *Explain the differences between penalties for violating personal property laws*
- *Explain a person's rights and duties in relation to personal property laws*

Key Vocabulary and Terms:

lease
tenancy
eviction
estate
eminent domain
personal property
patent

copyright
trademark
bailment
title
bill of sale
warranty
voidable title
risk of loss

Assessment Evidence:

Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Students will complete documents related to each new area of law they are learning to demonstrate an understanding of the concepts

Other Assessment Measures: (Through what other evidence (E.g. tests, academic prompts, observations, individual research projects, and collaborative projects etc.) will students demonstrate achievement of the desired results?

taught. These types of assessments are:

- *Daily production assignments (Document production assignments are assigned to help students practice each new concept and to build upon others they have already learned) (Modifications: extended time, restate directions)*

- *Research Portfolios (A collection of assignments to demonstrate students understanding and progress throughout the course)(Modifications: extended time, restate directions)*

Other Assessment Measures: *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* ***Include Benchmarks**

- **Tests** (Given to assess student understanding of terms, concepts, and productions) (Modifications: study guides, extended time, restate directions)

- **Quarterly Benchmarks** (Benchmarks are given at the end of each marking period, allowing for an assessment of the knowledge students have gained over that period of time)(Modifications: study guides, extended time, restate directions)

Teaching and Learning Actions: *(What learning experiences and instruction will enable students to achieve the desired results?)*

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p> <p style="text-align: center;">Title</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>
<p>1. <i>Hands-on Production Assignments</i></p>	<p><i>Students are able to practice and demonstrate their understanding of the law and the concepts taught. (Modifications: restate directions, extended time)</i></p>
<p>2. <i>Class Discussion</i></p>	<p><i>Students participate in questions and answer from the teacher or will work with a partner or small groups to discuss and answer questions posed by the teacher related to various concepts.</i></p>
<p>3. <i>Teacher Lecture/Presentations</i></p>	<p><i>New ideas and concepts are presented using PowerPoint. (Modifications: repetition, visual aids)</i></p>
<p>4. <i>Daily Warm-up</i></p>	<p><i>Students are expected to write the answer to a question at the start of each class. Questions are based on prior learning and are used to help determine student understanding of various ideas and concepts.</i></p>
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Business and Personal Law Glencoe/McGraw-Hill Teacher Produced Handouts Internet Video PowerPoint</p>	

Suggested Time Frame (Days):	September -October 3 weeks
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*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Business Law	Grade(s)11-12
Unit Plan Title:	Unit 1: The Law and the Courts	
Overview/Rationale (Describe and Justify)		
<p>This unit will give an introduction to the law and the courts operate in relation to business, Your money and the law</p> <ul style="list-style-type: none"> ● Banking and negotiable instruments ● Credit and Debt ● Credit protection and bankruptcy 		
Standard(s) Number and Description (Established Goals)		
<p>BUS.9-12.9.4.12.D - [Content Statement] - Legal responsibilities, professional ethics, and codes of conduct affect management practices, business performance, and regulatory compliance, as well as the confidence of customers, business partners, and investors.</p> <p>BUS.9-12.9.4.12.D.50 - [Cumulative Progress Indicator] - Apply ethical reasoning to a variety of situations in order to make ethical decisions</p> <p>BUS.9-12.9.4.12.D.51 - [Cumulative Progress Indicator] - Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.</p> <p>BUS.9-12.9.4.12.D.52 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations.</p> <p>BUS.9-12.9.4.12.D.17 - [Cumulative Progress Indicator] - Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.</p> <p>BUS.9-12.9.4.12.D.18 - [Cumulative Progress Indicator] - Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>BUS.9-12.9.4.12.D.20 - [Cumulative Progress Indicator] - Conduct technical research to gather information necessary for decision-making.</p> <p>BUS.9-12.9.4.12.D.43 - [Cumulative Progress Indicator] - Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>BUS.9-12.9.4.12.D.(2).1 - [Cumulative Progress Indicator] - Demonstrate knowledge of laws and regulations affecting business operations and transactions in order to ensure compliance with industry requirements.</p> <p>BUS.9-12.9.4.12.D.(3).8 - [Cumulative Progress Indicator] - Describe management’s responsibility to know and abide by laws and regulations that affect business operations and transactions.</p> <p>BUS.9-12.9.4.12.D.(5).8 - [Cumulative Progress Indicator] - Explain laws and regulations affecting business operations and transactions in order to ensure compliance with industry requirements.</p>		

BUS.9-12.9.4.12.D.(6).4 - [*Cumulative Progress Indicator*] - Demonstrate knowledge of laws and regulations affecting business operations and transactions to ensure compliance with industry requirements.

9.3.12.BM.2 - [*Standard Statement*] - Describe laws, rules and regulations as they apply to effective business operations.

9.3.21.BM-MGT.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-HR.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting human resource operations.

9.3.12.BM-OP.1 - [*Standard Statement*] - Describe and follow laws and regulations affecting business operations and transactions.

Technology Standard(s) Number and Description

TECH.8.1.12 - [*Standard*] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A - [*Strand*] - Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.

TECH.8.1.12.A.2 - [*Cumulative Progress Indicator*] - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TEC.9-12.3 - [*Indicator*] - Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.

ITEC.9.4.K- [*Content Statement*] - Technology is used to access, manage, integrate, and disseminate information.

ITEC.9-12.9.4.12.K.24 - [*Cumulative Progress Indicator*] - Employ technological tools to expedite workflow.

ITEC.9-12.9.4.12.K.27 - [*Cumulative Progress Indicator*] - Operate writing and publishing applications to prepare communications.

Interdisciplinary Standard(s) Number and Description

LA.9-10.WHST.9-10.4 - [*Progress Indicator*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.WHST.9-10.6 - [*Progress Indicator*] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage

of technology's capacity to link to other information and to display information flexibly and dynamically.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the importance of the law.
- The basics of banking laws
- the types of negotiable instruments
- the structure bankruptcy
- the common credit and debt instruments
- state court systems the common structure of most state court systems

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is law?
- What is the between different types of negotiable instruments?
- What are the differences between categories of debit and credit?
- What are the differences in the different types of bankruptcy?
- What are different types of loans and interest?
- What are the laws that protect consumers of credit?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	a	Critical Thinking and Problem Solving
	Environmental Literacy	e	Creativity and Innovation
	Health Literacy	e	Communication and Collaboration
x	Civic Literacy		Flexibility and Adaptability
x	Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
		e	Social and Cross-Cultural Skills
		a	Productivity and Accountability
			Leadership and Responsibility
		a	Informational Literacy Skills
		a	Media Literacy Skills
		a	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

a	CRP1. Act as a responsible and contributing citizen and employee
a	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
a	CRP4. Communicate clearly and effectively with reason
e	CRP5. Consider the environmental, social and economic impacts of decisions
e	CRP6. Demonstrate creativity and innovation

e

CRP7. Employ valid and reliable research strategies

e

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

e

CRP9. Model integrity, ethical leadership, and effective management

a

CRP11. Use technology to enhance productivity

a

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know....

- *how ethical decisions are made*
- *the parts of the Constitution*
- *the structure of loans*
- *the elements of a crime*
- *the different categories of negotiable instruments*
- *the difference between a different types of loans*

Students will be able to (do)...

- *Identify the different ethical character traits*
- *Identify the components of credit laws*
- *Explain the role of the courts in credit and debt laws*
- *Explain the differences between categories of bankruptcy*
- *Explain the differences between penalties for committing felonies and misdemeanors.*
- *Identify different types of business crimes, such as arson, forgery, and embezzlement*
- *Explain a person's rights and duties in relation to lending laws*

Key Vocabulary and Terms:

Credit

Interest

Collateral

default

Bankruptcy
Usury
negotiable instrument
Payee
Holder
Forgery

Assessment Evidence:

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